

The Urgency of Developing Digital Teaching Modules with Luwu Cultural Context for Literacy Skills

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ABSTRACT

The lack of local cultural representation in teaching materials and literacy challenges in the digital era highlight the need for innovative instructional resources. Developing digital teaching modules that enhance literacy while reinforcing cultural identity is crucial. This study aims to develop a Luwu Culture-Based Digital Teaching Module to improve students' literacy skills. This study employs a Research and Development (R&D) approach using the ADDIE model, which consists of analysis, design, development, implementation, and evaluation phases. Data collection involves qualitative and quantitative methods to assess validity, practicality, and effectiveness. Findings indicate that the module is highly valid, with an average validity score of 81%, demonstrating strong relevance, comprehensiveness, and clarity. The module's practicality is rated as excellent, with a mean score of 88%, indicating ease of use, learning effectiveness, and efficiency in implementation. The integration of local cultural elements into literacy instruction provides a meaningful learning experience, fostering students' engagement and comprehension of informational and literary texts. By embedding cultural narratives and traditions, the module enhances literacy skills while strengthening cultural identity. This study demonstrates that a Luwu Culture-Based Digital Teaching Module is a valid and practical tool for literacy development. Its adaptability to diverse cultural contexts suggests its potential for broader application in literacy education. Future research should explore its long-term impact on student learning outcomes.

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1. INTRODUCTION

Teaching modules are systematically designed learning tools that encompass materials, methods, media, and evaluations to assist teachers in delivering lessons aligned with the curriculum (Salsabilla et al., 2023). These modules play a crucial role in helping teachers manage structured learning, enabling students to follow the learning process independently and effectively (Latif et al., 2021). Meanwhile, advancements in information technology have influenced various aspects of life, including education (Andrini et al., 2019). The use of technology in the learning process not only facilitates access to teaching

materials but also fosters innovation in teaching methods, such as the development of digital teaching modules (Hasriadi, 2022; Apriani et al., 2021). Digital teaching modules offer advantages in terms of flexibility, interactivity, and accessibility, making them effective tools for enhancing students' literacy skills (Lastri, 2023).

In the context of the *Kurikulum Merdeka* (Merdeka Curriculum), literacy encompasses the ability to understand, evaluate, and critically analyze information from various types of texts (Santoso et al., 2023; Maulana et al., 2022). However, there are significant challenges in literacy education in Indonesia, particularly in the digital era. One of these challenges is the lack of teaching materials that combine technological aspects with locally relevant content (Baharuddin et al., 2021). The use of digital teaching modules in schools remains limited, and the materials available often lack specificity and fail to reflect the cultural diversity of each region (Rantina et al., 2023). This leads to low student motivation because the materials presented are less contextual and do not represent their daily lives (Arnida et al., 2022). Consequently, students often struggle to understand and relate the learning process to their surroundings, resulting in decreased engagement and literacy skills (Maesaroh et al., 2021). In this digital era, which demands analytical and critical thinking skills, innovative teaching materials that are both interactive and contextual are needed (Nurhalisa et al., 2021). Therefore, a richer and more relevant approach is required, such as developing digital teaching modules that utilize local cultural heritage as a learning context. Local culture can provide meaningful learning experiences for students by connecting teaching materials to familiar aspects of their daily lives, thereby increasing their engagement and motivation in learning (Zahrika et al., 2023).

One local culture with great potential is the Luwu culture. Originating from the Luwu region in South Sulawesi, this culture is recognized as one of the regions rich in traditions and local customs (Jermias et al., 2024). Luwu culture embodies values such as *Sipakainge* (mutual reminders), *Sipakalebbi* (mutual respect), and *Sipakatau* (mutual humanity) (Yunus, 2020). These values not only strengthen students' cultural identity but also serve as meaningful contexts in literacy education. Therefore, the novelty of this research lies in the development of digital teaching modules that integrate the local culture of Luwu into learning materials. Unlike conventional teaching modules, these digital modules focus not only on literacy aspects but also emphasize the importance of understanding local cultural values. These modules are designed with an interactive approach to enhance student engagement while utilizing digital technology to present content that is more dynamic and appealing. This is expected to provide a learning experience that is more contextual and relevant to the daily lives of students in the Luwu region.

Research related to the development of digital teaching modules has been conducted in various contexts. For example, studies by Lufiah et al. (2022) and Maulana et al. (2023) developed digital literacy modules based on local culture using the ADDIE model. Lufiah et al. focused on the culture of Madiun for elementary school students, while Maulana et al. emphasized the culture of Central Java for high school students. Both studies demonstrated the high validity of the developed modules and received positive responses from teachers and students. However, these studies primarily focused on the validity and practicality aspects without specifically measuring their impact on enhancing students' critical and contextual literacy skills. Meanwhile, Merliza's (2023) research analyzed the needs for developing digital teaching materials based on ethnomathematics, integrating local cultural concepts with mathematics materials. However, this study focused solely on mathematics and did not explore the impact of digital teaching materials on students' literacy skills.

Unlike previous studies, this research focuses on developing interactive and contextual digital teaching modules based on the Luwu culture. These modules not only meet validity and practicality requirements but are also explicitly aimed at improving students' literacy skills through the integration of Luwu cultural values. This approach is expected to provide meaningful and relevant learning experiences while simultaneously strengthening students' understanding of local culture in the literacy learning process.

This research aims to develop digital teaching modules based on the local culture of Luwu to enhance students' literacy skills. The modules are designed to meet the needs of interactive and contextual

learning, enabling students to not only understand learning materials globally but also gain deeper insights into local cultural values. Additionally, this research aims to assess the validity, practicality, and effectiveness of the developed teaching modules and evaluate how these modules can enhance students' motivation and engagement in the learning process.

2. METHODS

2.1 Research Design and Stage

This research uses the Research and Development (R&D) method, which aims to produce a product in the form of a digital teaching module based on the Luwu local culture designed to improve students' literacy skills. This research design follows the ADDIE development model, which consists of five stages: analysis, design, development, implementation, and evaluation (Nurhikmah et al., 2023). Through this approach, the development of teaching modules not only focuses on achieving literacy skills, but also on efforts to integrate Luwu's local cultural wealth into the context of student learning.

The analysis stage was conducted through a literature review and interviews with teachers to identify the needs for the module and map the cultural values of Luwu relevant to the principles of the *Kurikulum Merdeka* (Merdeka Curriculum). In the design stage, the module was developed based on the literacy competencies of the Merdeka Curriculum within the context of Luwu culture. The development stage involved validation by experts to assess the relevance, clarity, and completeness of the module as a basis for further development. The implementation was carried out in two elementary schools, namely UPT SDN 029 Bentenna and UPT SDN 040 Salulemo, with data collected through observations and questionnaires structured around the literacy indicators of the Merdeka Curriculum to test the module's practicality and effectiveness. Observation guidelines were used to record students' engagement during the learning process. Finally, the evaluation stage included analyzing the implementation results to refine the module before the final product was deployed for use.

2.2 Data Analysis and Conclusion Drawing Technique

Data analysis techniques for research on the development of Digital Teaching Modules in the context of Luwu Culture on literacy skills include qualitative and quantitative descriptive analysis approaches, as listed in the table of stages previously provided. Qualitative data was obtained from observations of the implementation of digital teaching modules in the context of Luwu culture which included student involvement, practicality of module use, and teacher responses to the relevance of local culture in teaching materials. Meanwhile, quantitative data was obtained from the assessment results by content and construction experts, cultural experts, and media experts, as well as the results of the questionnaire questionnaires that had been distributed. This assessment includes aspects of content validity, module effectiveness in improving students' literacy skills, and practicality of implementation in the classroom. The questionnaire results will also be used to evaluate students' responses to the use of the digital teaching module, including its effect on motivation and engagement in literacy learning. The data obtained will be analysed to measure the level of validity, practicality and effectiveness of the teaching modules developed. The following is the calculation formula for data analysis carried out in this study:

1. Validity Analysis of Teaching Module

$$\text{Percentage} = \frac{(\sum \text{Score Given by Validators})}{\sum \text{Maximum Score}} \times 100\%$$

After obtaining validity data from experts, the total score of each indicator is categorised based on the criteria in Table 2. If the results obtained reach more than 60%, the product in the form of a teaching module is said to be valid or suitable for use or can be tested.

Table 2. Product Validity Criteria (Riduwan, 2016)

Category	Percentage %
Very Valid	80 < N ≤ 100
Valid	60 < N ≤ 80
Fairly Valid	40 < N ≤ 60
Less Valid	20 < N ≤ 40
Not Valid	0 < N ≤ 20

2. Practicality Analysis of Teaching Module:

$$Percentage = \frac{\sum \text{Score Obtained}}{\sum \text{Maximum Score}} \times 100\%$$

The analysis of the practicality test of the teaching module was carried out by providing questionnaires for teachers and students, to determine the value of student and teacher responses to the modules that had been given to students. Based on table 3, if the results obtained are more than 60%, the product in the form of teaching modules developed can be said to be practical to be used or implemented in the learning process.

Table 3. Product Practicality Criteria (Riduwan, 2016)

Category	Percentage %
Very Practical	80 < N ≤ 100
Practical	60 < N ≤ 80
Fairly Practical	40 < N ≤ 60
Less Practical	20 < N ≤ 40
Not Practical	0 < N ≤ 20

3. FINDINGS AND DISCUSSION

3.1 Findings

The process of developing the Luwu Cultural Context Digital Teaching Module focused on improving students' literacy skills involved a series of activities and stages. These stages follow the ADDIE (Analysis, Design, Development, Implementation, Evaluation) development model which includes needs analysis, module design, development, implementation, and evaluation. A summary of the activities and outputs generated from each phase is presented in the table below.

3.1.1 Analysis Phase

This literacy teaching module with the theme 'Luwu Culture' is designed to introduce students to the rich local culture of the Luwu region, South Sulawesi. The module aims to improve students' literacy skills through the exploration of cultural aspects, history, traditions, and local wisdom of the Luwu people. The 'Luwu Culture' digital module is an interactive teaching material designed to introduce and preserve the richness of Luwu culture through an attractive and accessible digital approach. The module utilises digital technology to support independent, collaborative and flexible learning, while emphasising an in-depth understanding of the traditions and cultural heritage of Luwuq, which includes history, customs, arts, language and local cuisine.

The main features of the Luwu Culture Digital Module are (1) Interactive and Multimedia Design: This module is equipped with interactive images, videos, and animations that make it easier for students to visualize Luwu culture, such as the architecture of Tongkonan traditional houses, regional arts, folklore, legends, and traditional dances, (2) Use of Augmented Reality (AR) Technology: This feature allows students to explore a virtual environment that replicates the cultural landscape of Luwu,

including the hands-on experience of seeing traditional houses, and cultural heritage tombs, (3) Integrated Materials: This module includes a variety of materials such as traditional houses, traditional arts, historical heritage buildings, folklore, legends, as well as typical Luwu food, presented systematically and interactively through text, audio, and video. All materials can be accessed online or offline, (4) Digital-based Activities: Various learning activities such as interactive quizzes, educational games, and online-based collaborative projects, help students apply knowledge about Luwu culture in a practical and fun way, (5) Flexible Access: The module can be accessed through various devices such as laptops, tablets, or smartphones, so that students can learn anywhere and anytime, either independently or in groups, and (6) Connection with Local Communities: Through this module, students can also connect with Luwu cultural communities through digital platforms, such as interviews with traditional leaders, participation in online discussions, or watching live cultural performances.

This digital module is a combination of traditional teaching with digital technology, aiming to preserve Luwu culture while preparing students to face the challenges of the modern world. The objectives of the Digital Teaching Module are (1) Improving students' digital literacy while learning and understanding Luwu culture, (2) Developing a sense of pride and love for local culture, and (3) A modern and relevant learning experience with the latest technology.

3.1.2 Design Stage

At the design stage, discussions were held with the Research Team. The design stage is based on the competency indicators of the education quality report card which include (1) Understanding Information Text (A.1.1), Reading Text (A.1.2), Accessing and Finding Text Content (A.1.3), Interpreting and Understanding Text Content (A.1.4), and Evaluating and Reflecting on Text Content (A.1.5). The development of literacy texts on Luwu culture requires an approach that focuses on students' understanding of the language, dances, traditional houses, folk tales and arts along with improving their literacy skills. Each text ends with questions that cover aspects of knowledge, understanding, analysis and application through various types of questions. The design of the Luwu Cultural Context-Based Digital Teaching Module is based on the Competency level of Literacy skills based on the levels on the Education quality report card.

Cultural Content Covered in the Digital Teaching Module Customary Houses, Typical Luwu Food, Traditional Dances, Songs, Poems, Folklore, and Abstinence (Pamali). The description of Culture is explained as follows:



Figure 1. Cultural Context in the Content of the Teaching Module

Design of mathematical problems with the theme of Tongkonan House, Tomb of Datuk Patimmang, Ma'balendo, Kapurung, Pajaga Bone Balla Dance, Luwu Ancestral Land Poetry, Folktale of Fisherman's Child and Mackerel, Folktale of Princess Tadampali, Sawerigading, dan Pamali. The

Cultural Introduction tubers that are used as content in the teaching module are presented in Figure 1 and Table 4 description

Table 4. Luwu Culture Covered in the Luwu Cultural Context Module

Luwu Culture	Description
Tongkonan House	A traditional house with a unique roof shaped like an inverted boat or buffalo horns, serving as the center of social, cultural, and spiritual life in Toraja.
Tomb of Datuk Patimmang	A religious pilgrimage site and a place to learn about Islamic history in Luwu, adorned with carvings and ornaments reflecting the art and culture of Luwu.
Ma'balendo	A tradition of pounding rice using a pestle or bamboo mortar, symbolizing the values of cooperation and community spirit in Luwu society.
Kapurung	A traditional dish from South Sulawesi, especially the Luwu region, made from sago, is often served at family gatherings or traditional events.
Pajaga Bone Balla Dance	A traditional dance from the Bugis nobility, performed exclusively by royal princesses during ceremonial events in the Luwu royal palace.
Luwu Ancestral Land Poetry	A poem expressing pride and love for Luwu as an ancestral land rich in history, culture, and tradition.
Folktale of Fisherman's Child and Mackerel	A story about the tradition in Luwu society of avoiding consumption of Spanish mackerel or "Sori" fish, containing cultural beliefs.
Folktale of Princess Tadampali	A story about Princess Tadampali, daughter of Datu Luwu, La Busatana Datu Maongge, renowned for her wisdom and beauty, reflecting moral values and Luwu's royal history.
Sawerigading	The son of La Toge Langi, a king of the Luwu Kingdom, known as a brave prince with an adventurous spirit.
Pamali	Traditional taboos passed down through generations, such as not eating in front of the house door, believed to bring bad luck and block prosperity, as well as reflecting ethics and etiquette.

3.1.3 Development Stage

The development of this module is carried out with discussions related to the design/stages, namely (1) Compiling/creating information and literature texts related to Luwu culture, (2) Compiling questions related to the text that has been made in the form of statements, answer choices and descriptions, (3) The text and questions that have been made are then submitted to expert validators consisting of Lecturers, namely by validator 1. Besse herdiana, S.S., M. Hum. and validator 2. Dr. M. Nur Hakim, M. Pd. which aims to provide input related to the text and questions that have been prepared. In the validation stage, there were several notes given by the validators, namely: (1) The text should not be too long between 3 to 4 paragraphs and replace the speech text with the Luwu regional pamali text, (2) Making statements should be consistent with at least 4 statements and provide clear instructions for working on the questions. (3) Ensure that each question is equipped with a clear assessment rubric to facilitate the evaluation of students' literacy skills. (4) Use simple language that is easily understood by students according to the grade level targeted by the module. (5) Including more visual illustrations and interactive media to make students more interested in understanding Luwu culture material, so that the learning experience becomes more enjoyable.

The developed module has been tested by literacy experts for validity. The aspects assessed included the suitability of the material with literacy indicators on several aspects, namely relevance, comprehensiveness and clarity. Input from the experts was then used as the basis for revision, which was carried out continuously until the module was considered valid and ready to be tested in schools. After that, the module was tested to obtain data on its practicality, including ease of use, learning effectiveness, and student engagement. The results of the module validity assessment can be seen in Table 5 below.

Table 5. Results of Recapitulation of Validity Assessment of the Module

Literacy Indicator	Assessed Aspects	V1	V2	Average (%)	Category
Reading Competence for Informational Texts					
Competence to Access and Find Content in Text (L1)	Relevance	4	5	90%	Very Valid
	Comprehensiveness	4	4	80%	Very Valid
	Clarity	4	4	80%	Very Valid
Competence to Interpret and Understand Content in Text (L2)	Relevance	5	4	90%	Very Valid
	Comprehensiveness	4	5	90%	Very Valid
	Clarity	4	5	90%	Very Valid
Competence to Evaluate and Reflect on Content in Text (L3)	Relevance	4	4	80%	Very Valid
	Comprehensiveness	3	4	70%	Valid
	Clarity	4	3	70%	Valid
Overall Average for Reading Competence for Informational Texts				82%	Very Valid
Reading Competence for Literary Texts					
Competence to Access and Find Content in Literary Text (L1)	Relevance	4	5	90%	Very Valid
	Comprehensiveness	4	4	80%	Very Valid
	Clarity	4	4	80%	Very Valid
Competence to Interpret and Understand Content in Literary Text (L2)	Relevance	5	4	90%	Very Valid
	Comprehensiveness	4	4	80%	Very Valid
	Clarity	4	4	80%	Very Valid
Competence to Evaluate and Reflect on Content in Literary Text (L3)	Relevance	3	4	70%	Valid
	Comprehensiveness	4	4	80%	Very Valid
	Clarity	4	3	70%	Valid
Overall Average for Reading Competence for Literary Texts				80%	Very Valid

Table 5 shows the results of the recapitulation of the validity assessment of the digital teaching module based on the Luwu cultural context, showing that the majority of aspects were rated as valid or very valid. The literacy competencies assessed included the ability to read informational and literary texts, with a focus on relevance, comprehensiveness and clarity. In general, the modules were rated highly valid in terms of clarity and relevance, while comprehensiveness in some competencies was rated valid and moderately valid. To see the overall results can be seen in table 6 below

Table 6. Results of Validity Aspect Assessment Based on Literacy Indicators

Assessed Aspects	Average Validator 1	Average Validator 2	Total Average (%)	Validity Category
Relevance	4.17	4.33	85 %	Very Valid
Comprehensiveness	3.83	4.17	80 %	Very Valid
Clarity	4.00	3.83	78 %	Valid
Overall Average			81 (%)	Very Valid

Based on the assessment results from the validators, this module is assessed in several aspects, such as relevance, comprehensiveness, and clarity. The results of the module validity assessment get an average score of 81%, which indicates that the digital module of Luwu's cultural context for literacy skills is in the very valid category. These results indicate that the module as a whole meets the criteria of high validity, both in terms of material relevance, completeness of information, and clarity of presentation, making it suitable for use in literacy learning.

3.1.4 Implementation Stage

The distribution of this module is carried out by implementing it in schools that have obtained an agreement to conduct trials on modules that have been compiled and validated in elementary schools. The implementation of digital teaching modules is expected to improve students' literacy competencies and introduce them to the richness of Luwu culture in more depth. Several Merdeka Curriculum Principles are applied in the implementation of the Luwu Culture-based Digital Teaching Module.

Table 7. Basic principles of the independent curriculum covered in the Luwu Culture module

No	Core Competencies	Activities
1	Positive Discipline	In the learning of Luwu culture, the application of positive discipline can help create a conducive learning environment while fostering love and appreciation for local culture.
2	Cultural	Students can connect with the Luwu cultural community through digital platforms, such as interviews with cultural figures, participation in discussions, or watching cultural performances live.
3	Differentiated Learning	Various learning activities such as interactive quizzes and educational games help students practically and enjoyably apply their knowledge about Luwu culture.
4	Student-Centered Learning	Various learning activities such as interactive quizzes and educational games help students practically and enjoyably apply their knowledge about Luwu culture.
5	Pancasila Student Profile	The implementation of the Pancasila Student Profile will also influence the characteristics of learners in the future through early cultivation of global diversity and local wisdom.

The development of digital teaching modules in the context of Luwu culture to improve students' literacy skills has been validated to measure the feasibility of the module through suggestions and assessments from experts in several fields, namely content and construction experts, media experts, and cultural experts. Validation from these experts aims to assess the feasibility of presentation as well as the feasibility of module content. To measure the level of practicality of using the module, this product was tested on students to find out how practical the module was used. In addition, the module was also tested on teachers to get responses collected through a questionnaire provided by the researcher.

3.1.5 Evaluation Stage

Module evaluation will focus on the level of practicality. Modules that have been declared valid by experts are then tested to determine the level of practicality. The practicality test is carried out through the use of modules by teachers and students in learning activities. The assessment was conducted to assess the ease of use, effectiveness in learning, and implementation time from the user's perspective. The data obtained from this practicality test became the basis for improving the module to make it more effective in its implementation. The results of the module practicality assessment can be seen in Table 8 below.

Table 8. Results of Recapitulation of Practicality Assessment of the Module

Literacy Indicator	Assessed Aspect	P1	P2	Average	Category
Reading Competence for Informational Texts					
Competence to Access and Find Content in Text (L1)	Ease of Use	5	5	100%	Very Practical
	Effectiveness in Learning	5	4	90%	Very Practical
	Implementation Time	4	5	90%	Very Practical
Competence to Interpret and Understand Content in Text (L2)	Ease of Use	5	4	90%	Very Practical
	Effectiveness in Learning	4	5	90%	Very Practical
	Implementation Time	4	5	90%	Very Practical
Competence to Evaluate and Reflect on Content in Text (L3)	Ease of Use	4	4	80%	Very Practical
	Effectiveness in Learning	4	4	80%	Very Practical
	Implementation Time	4	5	90%	Very Practical
Overall Average for Reading Competence for Informational Texts				89%	Very Practical
Reading Competence for Literary Texts					
Competence to Access and Find Content in Literary Text (L1)	Ease of Use	5	4	90%	Very Practical
	Effectiveness in Learning	5	4	90%	Very Practical
	Implementation Time	4	5	90%	Very Practical
Competence to Interpret and Understand Content in Literary Text (L2)	Ease of Use	5	4	90%	Very Practical
	Effectiveness in Learning	4	5	90%	Very Practical
	Implementation Time	4	5	90%	Very Practical
Competence to Evaluate and Reflect on Content in Literary Text (L3)	Ease of Use	4	4	80%	Very Practical
	Effectiveness in Learning	4	4	80%	Very Practical
	Implementation Time	4	4	80%	Very Practical
Overall Average for Reading Competence for Literary Texts				87%	Very Practical

Table 8 shows the recapitulation of the practicality assessment of the digital teaching module based on the Luwu cultural context, which was measured based on three aspects: ease of use, effectiveness in learning, and implementation time. The module was rated as practical to very practical on the competency of reading informational text, with the aspect of implementation time consistently rated as very practical. Meanwhile, for the competency of reading literary texts, the assessment ranged from moderately practical to highly practical, especially on effectiveness in learning. To see the overall results can be seen in Table 9 below.

Table 9. Results of the Practicality Aspect Assessment Based on Literacy Indicators

Assessed Aspect	Average Rater 1	Average Rater 2	Total Average (%)	Practicality Category
Ease of Use	4.67	4.17	88 (%)	Very Practical
Effectiveness in Learning	4.33	4.33	87 (%)	Very Practical
Implementation Time	4.00	4.83	88 (%)	Very Practical
Overall Average			88%	Very Practical

Based on the calculation results from the table above, the practicality of the digital teaching module based on the Luwu cultural context based on literacy ability indicators is assessed in several aspects, such as ease of use, effectiveness in learning, and implementation time. The practicality assessment results get an average score of 88%, which is included in the Very Practical category. This shows that the module is not only easy to use and effective in learning, but also allows for efficient implementation in accordance with the time requirements in the classroom.

3.2 Discussion

Digital teaching modules in the context of Luwu culture have an important role in improving students' literacy competencies. The developed modules not only facilitate the learning of

informational and literary texts but also help students access, understand and evaluate literacy content through a structured approach rooted in local culture.

In the aspect of informational text reading competencies, the module successfully presents texts relevant to the Luwu cultural context, structured and easily understood by students, particularly in the ability to access and find information (L1). The relevance of local culture provides a direct connection between learning and students' daily experiences, enhancing their learning motivation. However, improvements to the text examples are needed to make them more concise, as per the validators' feedback. In the competency of interpreting and understanding texts (L2), the module provides effective learning activities, helping students draw conclusions from the texts presented and encouraging interactive discussions through digital media. These discussions create a collaborative learning environment where students can share their understanding of cultural content. At the evaluation and reflection stage (L3), the module provides evaluation questions aligned with the curriculum, enabling students to analyze Luwu cultural content more deeply, engaging their critical thinking skills.

In the competency of reading literary texts, the Luwu culture-based teaching module successfully presents folktales or short literary texts relevant to local culture. The presentation of texts is adjusted to students' levels of understanding (L1), making them concise and easier to comprehend. Additionally, the module encourages students to interpret and categorize ideas in cultural stories through engaging activities, such as interactive discussions or group tasks (L2). The use of animations or interactive videos is also recommended to help students deepen their understanding of literary materials and increase their interest in literary texts. At the evaluation and reflection stage (L3), the module provides reflective questions designed to encourage students to evaluate and analyze the literary texts they have read. Evaluation questions are structured consistently and include reflective prompts, giving students space to explore deeper understandings of the texts.

Based on observations, students showed high enthusiasm in using the module. Digital activities involving local cultural elements, such as interactive quizzes on Tongkonan traditional houses or the story of Princess Tadampali, captured students' attention and increased their engagement in the learning process. Students also felt more confident in expressing their understanding of folktales, reflecting the enhancement of their literacy skills. Teachers also provided positive feedback on this module, particularly regarding its ease of use and material relevance. Teachers noted that the module simplifies the delivery of complex materials, such as literary texts, as illustrations and videos support students' understanding. Teachers also mentioned that the reflective questions included in the module provide deeper insights into students' understanding of cultural content.

The integration of local culture into learning makes the material more meaningful to students. When students can see the connection between learning content and their daily lives, they become more motivated to learn. Folktales, such as Sawerigading, reinforce local values and provide relevant moral lessons. Moreover, the digital technology used in the module enables more inclusive and differentiated learning. Students with visual, auditory, or kinesthetic learning styles can enjoy a tailored learning experience. For example, the Augmented Reality (AR) feature in the module provides engaging cultural visualizations and enhances students' understanding of abstract cultural elements. This local culture-based approach has the potential to be implemented in other regions by adapting cultural content to each area. This strategy can serve as a model for integrating local culture into modern learning, particularly in the digital era.

Based on the assessment results from the validators, the digital teaching module of Luwu cultural context towards literacy skills was assessed in several aspects, such as relevance, comprehensiveness, and clarity. The validity assessment results indicated that the module falls into the **very valid** category. The validators stated that the material presented in the module was very relevant to the learning needs and greatly supported the learners' ability to read informational and literary texts. The clarity of the language used is also considered very good, so that this module is easily understood by students. In addition, the module is considered comprehensive because it covers the various literacy skills expected

in learning, including the ability to access, interpret and evaluate the content of informational and literary texts. Thus, the high validity score indicates that this module is able to present literacy materials well and support the development of students' understanding. This result is in line with Annisha's research (2024), which shows that integrating local culture in learning can increase relevance and student engagement in the learning process.

Meanwhile, the results of the practicality test also gave positive results. This module was assessed in several aspects, namely ease of use, effectiveness in learning, and implementation time. Based on the results, the practicality of the module falls into the very practical category. This module is considered easy to use by both teachers and students, where the easy of use aspect gets a high score. The effectiveness in learning also showed excellent results, where the module was able to increase student engagement and understanding of literacy materials through a local culture-based approach. In addition, the implementation time of the module is considered efficient, allowing learning activities to take place smoothly and on time. The strength of this module lies in its ability to present literacy materials in an easy-to-understand form and to motivate students through the introduction of their own culture. These results are also supported by Mastroah et al. (2022) who stated that the use of digital media can improve students' literacy skills. Research conducted by Amalia et al., (2021) also states that the introduction of local culture in learning materials can increase student motivation to learn. When students see the relevance of the material to their daily lives, they are more likely to be actively involved in the learning process.

Overall, the results of this validity and practicality test show that the Luwu cultural context digital teaching module is not only valid and feasible to use, but also very practical in supporting literacy learning. The module successfully integrates local culture in the learning process, thus strengthening students' cultural identity while improving their literacy skills. This study is in line with research conducted by Maulana et al. (2023) that digital teaching modules in the context of local culture can improve students' literacy skills, while strengthening their cultural identity. Therefore, this module has the potential to be implemented more widely in various literacy learning contexts.

4. CONCLUSION

Based on the results of the study, the digital teaching module based on the Luwu cultural context proved to be valid and very practical in supporting the improvement of students' literacy skills. The validity assessment showed an average score of 81%, indicating that the module is highly relevant, comprehensive and easy to understand. Similarly, the practicality test results showed an average score of 88%, indicating that this module is very practical in terms of ease of use, effectiveness in learning, and efficiency of implementation time. This module not only helps students access and understand informational and literary texts, but also encourages their active engagement through a local culture-based approach. This local culture-based digital teaching module can be used effectively in literacy learning to strengthen students' cultural identity and increase their engagement. Teachers can utilize this module to create more relevant and meaningful learning experiences for students.

The limitations of this study lie in the context of Luwu culture and only in measuring students' literacy skills in reading informational and literary texts. In addition, the practicality test only involved two raters, which may not represent the diversity of views on a wider scale. Future research should involve more validators and raters from different backgrounds to enrich the results.

As a recommendation, this module can be adapted to other cultural contexts by integrating relevant local wisdom from each region. The adaptation process can utilize the same design principles, such as the presentation of texts based on local culture and the use of interactive digital media. This is expected to expand the application of this module across various regions, allowing students from different cultural backgrounds to also benefit from local culture-based learning. Furthermore, future research can explore how this module can be expanded to measure other literacy dimensions, such as digital literacy, scientific literacy, or numeracy literacy. A culture-based module that incorporates various

literacy dimensions will have a broader impact on students' competencies, particularly in critical thinking and problem-solving. Therefore, this module has significant potential for further development and implementation in various learning contexts in the modern era.

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